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AUTHOR Tyson, Patricia
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ABSTRACT

Designed to introduce the responsibilities of citizenship to children between 2 and 6 years of age, this 2-week lesson plan aims to ensure that children can explain the importance of voter registration and voting to their parents. It is also designed to develop in children a sense of the importance of exercising their citizenship rights. Specifically, learning activities are designed to enable children to demonstrate their understanding of (1) the value of registering, (2) making choices and the differences between political candidates, (3) the knowledge involved in making choices, (4) and voting. (RH)

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THE CHILDREN'S FOUNDATION
815 Fifteenth Street, N.W., Suite 928 • Washington, D.C. 20005
(202) 347-3300

Barbara Bode
President

ED260790

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VOTER REGISTRATION, EDUCATION AND GET-OUT-THE VOTE LESSON PLAN

Patricia Tyson
May 1984

THEME: Early Intervention Citizenship Responsibility

OVERVIEW: Voter registration, education, and getting out-the-vote is a two-week lesson plan designed to introduce children aged 2 - K to the responsibility of citizenship.

The lesson plan offers experience for the child which will assist them in their growth and development.

PROGRAM GOAL: To make sure that children can explain to their parents the importance of voter registration and actually voting.

To develop in children at an early age the importance of exercising their citizenship rights.

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MODULE I

AGES 2 - 3

OBJECTIVES	LEARNING ACTIVITIES	LEARNING OBJECTIVES
1. Children ages 2 - 3 will demonstrate their understanding of the value of registering.	1. Each child will be asked to identify themselves as an elephant or donkey or other animal, i.e., chicken, turtle. (a) The teacher should explain that the animal you select means that you are a registered democrat--donkey, republican--elephant, or independent other animal. (b) Each child will be shown a picture of the candidates with a donkey or elephant under their pictures. (c) Each will discuss what they know about each candidate. NOTE: This may not work for 2 year olds; but 3 year olds should be able to say something about how the candidates look to them--tall, short, black, white, etc.	1. Recognition of Animals 2. Visual development.
	2. Each group of children shall count the number of elephants, donkeys, or other animals.	3. Learning to Count.

OBJECTIVES	LEARNING ACTIVITIES	LEARNING OBJECTIVES
	3. Each group will then be given a picture of the animal selected to color. The teacher should identify what color each animal should be--red, orange, purple, yellow, etc. NOTE: The colors do not have to be the actual color of the animal	4. Recognition and selection of primary and secondary colors and learning how to follow directions.

MODULE I

AGES 4 - 6

OBJECTIVES	LEARNING ACTIVITIES	LEARNING OBJECTIVES
Children ages 4 - 6 will demonstrate their understanding of making choices and their knowledge of the political candidates.	1. Each child will be asked to identify themselves as an elephant, donkey, or other animal and then be informed what party the animal represents. Elephants--Republicans; Donkeys--Democrats, other animals--independents.	1. Making independent choices.
	2. Each group will be told and pictures will be placed under each candidate who is a donkey and who is an elephant and who is an independent.	2. Learning about groups and likeness
	3. Each student will tell what they know about the candidates.	3. Assist in the development of auditory/visual skills.
	4. Students will be divided into groups based on the animal they selected.	4. Learning about likenesses and groups.

MODULE II

AGES 2 - 3

OBJECTIVES	LEARNING ACTIVITIES	LEARNING OBJECTIVES
. Children ages 2 - 3 will demonstrate their knowledge of the selected choices--vote education.	1. Each group will be asked to tell what they know about the animal they selected. For example, you see elephants in the zoo. There should also be some discussion on why they selected that animal. For example, because the circus is coming to town and I was a picture of an elephant.	1. From this exercise children should learn speaking and dramatization.
	2. Each group will show what their animal does. For example, chickens walk around the barn yard looking for food. People ride donkeys. Elephants live in the woods/ jungle.	2. Learning dramatization.

MODULE II

AGES 4 - 6

OBJECTIVES	LEARNING ACTIVITIES	LEARNING OBJECTIVES
1. Children ages 4 - 6 will demonstrate the knowledge that they consider in making choices.	1. Each group will be asked what they know about the animals and candidates/party they selected. 2. The teacher will ask students to identify pictures of the candidates. Rev. Jesse Jackson, Senator Gary Hart and President Ronald Reagan. 3. Each group will discuss what they know about the candidates. NOTE: 5 & 6 year olds should be able to tell you that Jesse Jackson worked for Civil Rights and that Ronald Reagan is the President, etc.	1. From this exercise children should learn speaking and dramatization. 2. To familiarize children with the candidates and develop their visual skills. 3. Freedom of expression.

MODULE III

AGES 2 - 3

OBJECTIVES	LEARNING ACTIVITIES	LEARNING OBJECTIVES
1. Children ages 2 - 3 will demonstrate how they make choices - voting.	1. Each child will be asked by raising their hands to vote on whether they want to now become a donkey or elephant.	1. Making independent choices
	2. The teacher will then give those wanting to change another picture to color.	2. Following directions.
	3. There will be a contest between the donkeys and elephants. Each child will be asked to jump over a can or catch a ball.	3. Motor coordination.
	4. The winners will be announced and each child will be given a "I am a Registered Voter" sheet to pin to their clothes.	4. Learning that accomplished tasks are rewarded.
	5. Children and parents will be encouraged to discuss the exercise and the importance of registering to vote.	

MODULE III

AGES 4 - 6

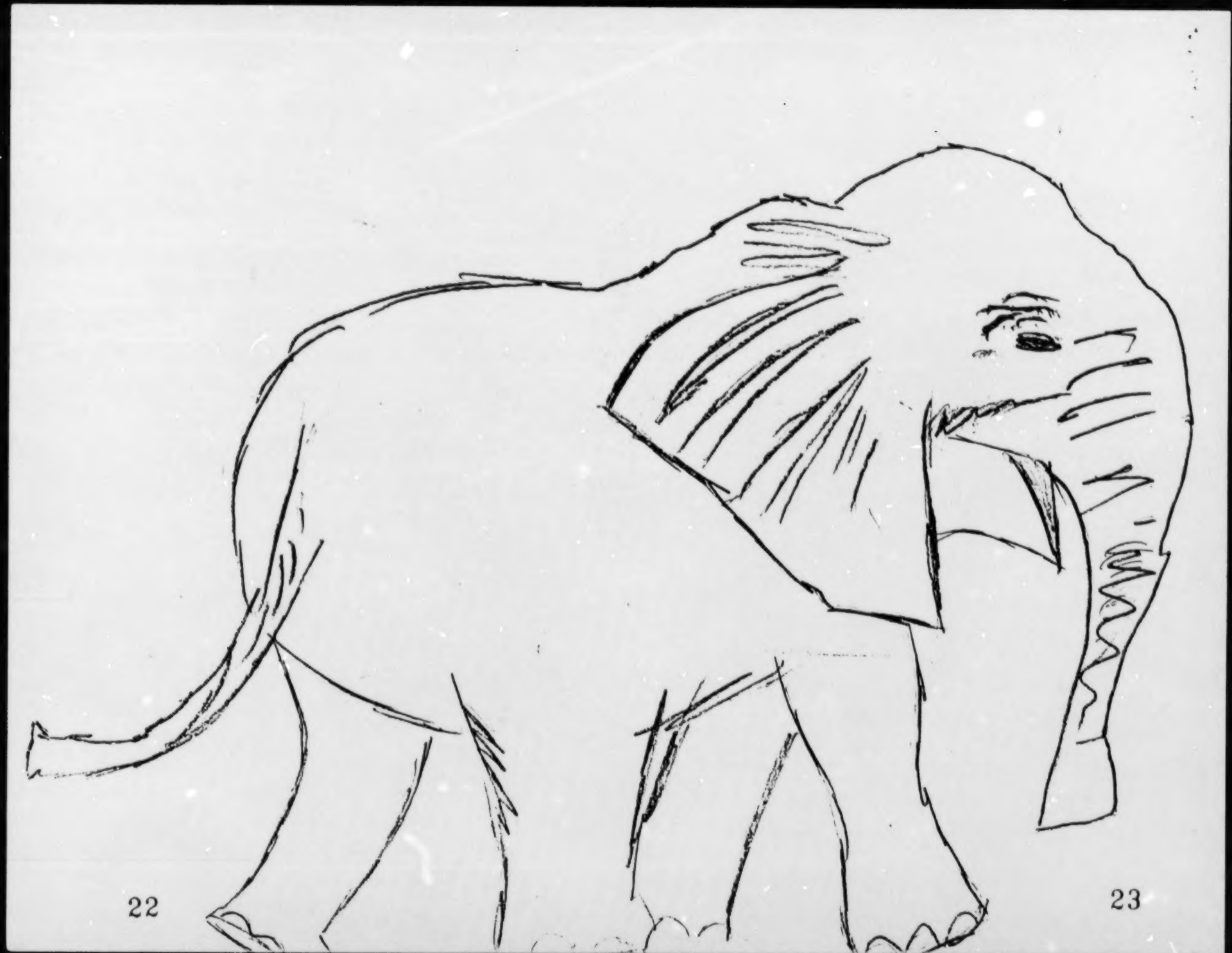
BJECTIVES	LEARNING ACTIVITIES	LEARNING OBJECTIVES
. Children ages 4 - 6 will demonstrate how they make choices - voting.	1. Each child will be asked to vote by raising their hands on whether they want to now become a donkey or elephant.	1. Making independent choices.
	2. The teacher will give those wanting to change another picture to color.	2. Making independent choices and following directions.
	3. There will be a contest between the donkeys and elephants. Each child will be asked to kick and/or catch a ball or run a paired race.	3. Development of motor coordination.
	4. The winner will be announced and each child will be given a "I am a Registered Voter" sheet to pin to their clothes.	4. Learning that accomplished tasks are rewarded.
	5. Children and parents will be encouraged to discuss the exercise and the importance of registering to vote.	

OTHER ACTIVITIES THAT ASSIST IN HELPING CHILDREN TO UNDERSTAND VOTING AND MAKING CHOICES

1. Voting on what snack to have -- cookies vs. popcorn.
2. Voting on whether to plan indoor activities or go outdoors.
3. Voting on the the teacher's helper, the person to distribute the crayons, etc.
4. Making choices on where to sit within the classroom.
5. Develop a voting booth by curtaining off a corner or by creating one from a box and giving children paper ballots to mark while in the voting area.

RESOURCE MATERIALS

1. Scarry, Richard. Color Book, Random House.
2. McNaught, Harry. Baby Animals, Random House.
3. Curry, Peter. Colors, Price/Stern/Sloan Publishers, Inc., Los Angeles, California.
4. The Little Kitten, Random House Picture Back.
5. Fujikawa. Babies of the Wild, Zokeisha Publications, Inc.
6. Michel, Ann. Little Wild Elephants, Pantheon Books, a Division of Random House.
7. Keats, Ezra Jack . Hi Cats, Collier Books.
8. National Zoological Park. Zoo Book, Smithsonian Institute Press.
9. Giles, Lucille. Color Me Brown, Johnson Publishing Company.
10. Lawrence, Jacob. Harriet and the Promised Land, Windmill Books, Simon and Schuster, New York.
11. Smath, Jerry. But No Elephants, Parents Magazine Press, New York.
12. Daly, Kathleen. Today's Biggest Animals, Golden Press.
13. Kipling Rudyard. The Elephant's Child, Walker and Company, New York.
14. Scarry, Richard. Best Counting Book Ever, Random House.



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